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HUMAN RESOURCES

**FRONT-END ANALYSIS OF THE INSTRUCTOR'S
JOB IN SELF-PACED INSTRUCTION**

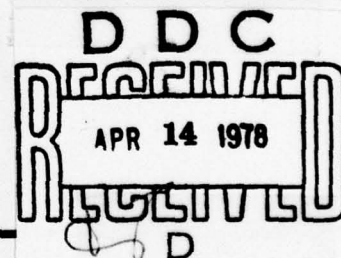
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This report was submitted by Technical Training Division, Air Force Human Resources Laboratory, Lowry Air Force Base, Colorado, 80230, under project 1193, with HQ Air Force Human Resources Laboratory (AFSC), Brooks Air Force Base, Texas 78235.

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This technical report has been reviewed and is approved for publication.

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Technical Training Division

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Commander

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report divulges the development and administration of instruments for the front-end analysis of the instructor's job in a self-paced instructional environment. A validated task list was developed, administered, and analyzed. The development process is carefully described. One thousand one hundred nineteen respondents rated one hundred ninety-one tasks in the job inventory. An opinion survey of various activities was also completed. Analyses of the data acquired are included.		

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SUMMARY

Problem

Planning a training program requires careful identification of all tasks which the graduate may perform. Training can then be based upon empirical data as opposed to some arbitrary "gut feeling" or personal opinion. Determination of the content and nature of training should always be based upon accurate job and task descriptions. In fact, the first operation in the process of applying the systems approach in instruction, as stated in an AFM, requires the gathering and analyzing of job performance requirements.

Approach

This study was intended to identify the job performance requirements of instructors in an individualized training environment, which includes computer-managed instruction (CMI) and computer-assisted (presented) instruction (CAI). Determination of formal and on-the-job training requirements then could be based upon empirical data provided by job incumbents. The final results will be the development and validation of a formal training program for instructors who function in an individualized training environment. The study also identified duties and tasks to be taught on the job.

Results

The present report describes one practical method for accurately identifying the job performance requirements of instructors in the individualized training environment. The approach develops and presents a meaningful frame of reference for describing what tasks are performed in this environment. This identification of job performance requirements constitutes the first phase in the development of training for personnel selected to fill these new roles in training. Other phases of the total project, to be described in subsequent reports, cover procedures actually used to determine course content, objectives, the development and validation of modules, and evaluation.

The development and administration of the Air Force Occupational Survey entitled *Individualized Training Instructor*, 15 November 1975, herein reported, provides a current factual foundation for developing training for learning center instructors. Two critical needs within the field of individualized instruction are incorporated—one long range, the other immediate.

Long range need

Curriculum development within Air Force technical training, under the general guidance of Air Force manuals, often results in nontraditional course designs. Instruction adapted to individual needs may not result from the traditional lock-step approaches. Modular instruction developed by the curriculum designer requires application and attention to the individual student in the learning center. The individualized training instructor has a new role. Instructor training programs generally have not trained the individualized training instructor for the specific tasks and responsibilities in this new role.

Immediate need

Nearly 10% of instructors currently being trained at Lowry AFB, Colorado, will be assigned duty in an individually paced learning center. The majority of these new instructors who will work in a nontraditional environment will be assigned to the four courses in the experimental Advanced Instructional System. The Instructor Training Branch has been assigned the explicit requirement to provide training support for the Advanced Instructional System (which will also include computer-managed instruction) in the individually paced learning center.

Needless to say, this training must be job relevant—developed to meet the job requirements. Job relevant training is initiated by clearly defining the extent and limits of the training requirements. Knowledge, skills and attitudes essential to job success must be included but not trained beyond job entry proficiency requirements.

No task list was found which dealt with the job of the instructor working in a self-paced environment. While some instructor training for this new role was located, none of that training was based on job data or empirically determined training requirements.

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FRONT-END ANALYSIS OF THE INSTRUCTOR'S JOB IN SELF-PACED INSTRUCTION

I. BACKGROUND AND INTRODUCTION

No single source provided an adequate base for the determination of the job performance requirements of an individualized training instructor. Since numerous agencies provide nontraditional instruction, including individualized instruction, it was anticipated that an adequate listing of instructor job performance requirements would be available. However, in spite of several site visits, many telephone inquiries, and an extensive review of the literature such a listing could not be located. In fact, there seemed to be a universal vacuum, with all contacted agencies anxious for a list of job performance requirements.

II. PROCEDURES

Site Visits

One or more of the team members visited the following sites, making special inquiries regarding training and job requirements in the individualized learning environment.

Naval Training Center (NTC) San Diego, CA. The Basic Electricity and Electronics (BE&E) Course at San Diego was visited since this course was known to be self-paced (with plans for computer management soon to be implemented). An on-the-job (OJT) training program (following the Navy Basic Instructor Course) was being conducted by the BE&E Course to prepare individualized training instructors (called Learning Supervisors in the Navy) for their specific responsibilities and to insure their subject matter proficiency. The instructor training function at NTC San Diego now offers a learning supervisor course for instructors assigned to an individual-paced learning environment. Modules are being developed in text, programmed text, and prenarrated slide alternatives. Titles of the available modules are: Philosophy of an Individualized Learning System, Individual Differences, Laws/Ways of Learning, Human Values, Functions of the Learning Supervisor, Administrative Aids and Diagnostic Devices, Media Selection, Interpersonal Communication, Attitudes Toward Learning, Modes of Adjustment, Counseling Practices, Learning Problems, and Computer-Managed Instruction. It was reported that these modules were based upon a training analysis which included a survey of Navy instructors in working in a

student paced learning environment. The documentation or content of this analysis could not be located.

U.S. Army Infantry School (Fort Benning, GA). The basic instructor course at Fort Benning was visited since it was known to be self-paced. The basic officer and NCO courses were oriented to training the platform instructor. A training analysis of the platform instructor (by contract) resulted in the development of three instructor training tracks (Officer, Senior NCO, and Course Manager). The course was modular and student paced. Several trainer appraisal kits involved platform instruction with peer validation critique and expert critique (including representation from course to which the instructor was assigned). A technical report by INSGROUP, Incorporated gives recommended approaches, training objectives, strategies and evaluation procedures. This program, however, did train personnel for nontraditional instruction although it used an individual paced, modular approach.

USAFSAAS, Keesler AFB, MS. Two programs were visited at Keesler AFB, the OJT program in the Basic Electronics Course and a pre-service program provided by the Instructor Training Branch. The OJT program involved the immediate assignment of each new instructor (who had completed preservice training) to one of three instructor learning centers (depending upon which segment of the Basic Electronics Course he would teach). Under a senior instructor the new instructor was provided job related training and also went through the modular basic electronics materials as a student. The job related training appeared to have been developed in response to needs perceived by the course supervisors. The deliberate intent was to provide a job performance model, assuming the new instructor would teach as he was taught. Instructor Training Branch had developed an in-service course of 36 hours entitled *The Instructor's Role in Self-Paced Instruction*. Copies of the course, course documentation and front-end analysis for this program were provided. However, no empirical data to support the analysis were available.

Other sites were visited (Sheppard AFB, Texas, Mountain Bell Telephone, Normandy Elementary School) but, while the programs were of great interest, no training of the learning center instructors was observed.

Other Resources

Only two of the numerous peripherally related documents surveyed were found useful. The first was a modification of a study by M. Odom and E. Roberts (of New England Bell and Bell Canada) entitled "Profile of a Successful Administrator." The task roles portion of the modification provided a significant contribution to the initial task/duty list for this study. The second helpful document was the USAF occupational survey report for the technical training instructor. The OSR was used to insure the new survey being developed was structurally compatible with previous and future Air Force occupational surveys.

III. APPROACH

No validated task list was available which specified the instructor's roles in self-paced instruction. While some instructor training was developed by other agencies (as reported in the previous section) none was based upon job performance data. Therefore, previous related work was determined as inadequate for establishing training requirements for the learning center instructor. The initial need was to acquire some empirical data relating to the learning center instructor's job. The occupational survey was selected as the preferred method for gathering data upon which to base the determination of training requirements.

A general outline composed of appropriate groupings was established, based largely upon an earlier occupational survey of the traditional technical instructor tasks and duties. The categories used in this outline were: out-of-class administration, preparing for instruction, in-class administration, testing, counseling, self-paced instruction, computer-managed/assisted instruction, curriculum development, supervisory, and related tasks. Specific tasks selected were suggested largely by the Odom and Roberts task list. Many of the selected tasks could be included in more than one category; however, each task was listed only once. When no additional tasks could be identified, the initial task list was compiled.

The initial task list was reviewed by the principal investigator and other Air Force Human Resources Laboratory (AFHRL) personnel, by the Lowry Instructor Training Branch, and by representatives of McDonnell-Douglas working on a large computer-managed instructional development program at Lowry AFB. All were instructors or curriculum developers experienced in nontra-

ditional instruction. As a result of this review process some tasks were added to the inventory, some tasks were reworded (for clarity), and a few were deleted.

The second draft of the task inventory incorporated the recommendations of the first review. The revised draft was presented to approximately 25 Lowry instructors who were associated with self-paced technical training courses at Lowry AFB. This second stage review by job practitioners asked two questions in association with the task list. First, the instructor was asked if the task inventory, as presented, would communicate well enough so that appropriate responses could be made to the items. Then the instructor was asked what tasks, performed in the learning center, did not appear in the inventory. This interaction resulted in the addition of a few tasks and rephrasing of others to improve the communicability of the instrument.

A third version, incorporating the revisions from the previous version, was presented to another group of 12 instructors. The same review process was repeated. Since virtually no changes were then recommended, this version of the inventory tentatively became final (Appendix A).

A coordination visit was made to the USAF Occupational Measurement Center at Lackland AFB, Texas. The purpose was to insure that data collected through this occupational survey questionnaire would be compatible with available data analysis capabilities. Two days were spent working in the Occupational Survey Branch (OMY) in order to expedite the process of refining the questionnaire in such manner as to make most useful the analyses and printouts of the data resulting from the questionnaire. OMY personnel supplied guidance and actively assisted in further refinement of the task inventory. A background information section was developed jointly to allow for efficient coding of the respondents. The background information included identifiers regarded as pertinent to developing training requirements and to the retrieval of data by predetermined groupings. An example of selecting appropriate identifiers was asking for the length of time served as a learning center instructor. These identifiers were designed to enable acquisition of computer printouts based on instructors with 1 to 12 months on the job. Since training requirements were to be based upon job entry tasks, this specific identifier would be particularly important. Further, since in-service training would logically supply training for tasks not performed during the first year, these tasks could also be readily

identified. Minor revisions in the task list were performed with the advice of OMY personnel. These revisions were intended to increase clarity and interpretability of the results and insure that task statements were stated in a "language" acceptable to the Occupational Measurement Center.

Since the coding was to utilize keypunched cards, proper cues were also provided in the instrument. Following editing and review of all inputs (background information, duty/task list, keypunch designators, instructions to respondents), 2,200 copies were printed at Lowry AFB. An opinion survey was added to the inside front cover, while a privacy act statement was added to the inside back cover. This physical arrangement permitted the removal of these portions, after the questionnaire was administered and returned from the field, but prior to forwarding the rest of the questionnaire to the Occupational Measurement Center for processing. A separate analysis of the opinion survey was conducted at Lowry AFB.

IV. DESCRIPTION OF QUESTIONNAIRE

The occupational survey, when completed for distribution, consisted of six parts. These six parts were an opinion survey (21 items), general instructions, background information (2 pages), specific instructions, job inventory (12 pages) and a privacy act statement. The complete questionnaire appears as Appendix A.

Opinion Survey

The first part of the questionnaire consisted of a 21-item opinion survey. This was placed on the inside of the front cover so that these items could be easily removed and separately analyzed. The opinion survey was intended to deal with job incumbents' attitudes toward various activities which were assumed to have reasonably high affective loading. For example, such activities as "apply motivation" and "intervene in learning" cannot be adequately dealt with in a time-spent analysis. Thus those activities identified during the development of the task list as having potentially heavy affective loading were placed in the opinion survey developed by AFHRL/TT. No source list was available. Some specific activities were included in more than one subgroup to enable overall rank order comparisons. The opinion survey is of further interest in that it provides a feel for job incumbents' criticality ratings for various job activities.

General Instructions

The general instructions were developed by AFHRL/TT. Minimal qualifications for participa-

tion in the survey included being a qualified instructor, holding the present duty AFSC for at least six weeks and spending at least four weeks on the job. The statement of required qualifications was misunderstood by some agencies and blank forms were returned since they did not meet these qualifications when interpreted in a rigid sense.

Background Information

The background information section asked for information concerning the individual, the employer, gross job description, experience level, level of class preparation, job training, types of testing used in courses, and foreign student participation. In addition, job interest and skill utilization were rated. These items were coordinated with OMY to ensure appropriateness of content, wording, and format. Lackland TC Form 459A (February 1974) was used for presentation of these items.

Specific Instructions

The standard occupational measurement inventory instructions were adapted to this specific inventory.

Job Inventory

The job inventory was composed of 191 tasks distributed among nine categories (labeled as duties). While items could logically be presented in more than one category, each item was presented only once. The nine categories with the number of tasks associated with each are as follows:

1. Performing Administrative Duties—35 tasks
2. Preparing for instruction—15 tasks
3. Testing—16 tasks
4. Counseling—14 tasks
5. Conducting Self-Paced Instruction—19 tasks
6. Conducting Computer Managed or Assisted (Presented) Instruction—23 tasks
7. Developing Curriculum—34 tasks
8. Supervisory—19 tasks
9. Teaching Group or Team Activities in an Individualized Instructional Environment—16 tasks

These tasks were coordinated with OMY to insure optimal wording and format. ATC Form 1069 was used to present the job inventory. The respondents were requested to indicate whether or not they performed each task. Each task, if performed, was then rated on a seven-point scale of relative time spent in performing that task.

Privacy Act Statement

A privacy act statement was prepared since name and social security number were requested of the participants in the survey. This information was vital, however, because it enabled identification of individuals, when necessary, to complete some information omitted by oversight, and to correct apparent errors through direct coordination with the individual respondents.

V. ADMINISTRATION OF QUESTIONNAIRE

Agencies offering nontraditional instruction were identified. Thirty-three different agencies (47 sites) were contacted who agreed to participate in the conduct of the survey for the individualized training instructor. These agencies included the Air Force, Army, Navy, Marines and both academic and vocational/technical schools. A short lead time (a little over three weeks) requirement led to the adoption of the personal contact basis for distribution. AFHRL personnel personally contacted, within each cooperating organization, an individual who agreed to become the contact person. This contact person accepted the responsibility for administering and collecting the questionnaire data. The contact person also gave an estimate of the appropriate number of questionnaires that could be completed by his organization. Initially, two to three hundred responses to the questionnaire had been anticipated. Estimates from the personal contacts, however, exceeded 2,000. As a result 2,200 copies were printed, and 2,065 were distributed. A total of 1,119 usable, completed questionnaires were obtained, reviewed and sent to the Occupational Survey Branch for analysis. Follow-up with cooperating organizations determined that many copies were retained by various agencies for reference use since no other current task list was available. Some of the instruments failed to arrive at the destination (or arrived too late to meet the short time frame). Other agencies overestimated the number of respondents available to them. Forty-three completed questionnaires were unusable due to a variety of respondent errors. The high response rate within the very short time frame can in large part be attributed to numerous telephone follow-up contacts with each of the 47 sites involved in the survey. The administration of the survey questionnaires occurred between November 1975 and December 1975.

VI. ANALYSES AND CONCLUSIONS

Four separate areas were analyzed. These were the opinion survey, the task performance data, the occupational survey report, and time accounting in completion of the project. Manhours expended are given in Appendix B.

Opinion Survey

Four activity groups were ranked by 970 survey participants as to criticality. Each activity group was ranked independently; however, paired items were used so that some general overall rankings could be inferred. Table 1 indicates the items, mean rank with the activity, rank frequency of responses, and location of paired items.

Highest ranking activity was staying current in the technical specialty, followed by establishing a positive learning environment and intervening at the appropriate time in the learning process. The three least critical activities in individualized instruction were conforming with the intent of the privacy act, enforcing rules of dress and appearance and attending job-related civilian schools at personal expense. These results should be interpreted generally, however, since levels of significance of rank order differences were not computed.

This effort, while of interest, did *not* provide a direct contribution in the development of training requirements. It would be of interest to determine how the training decisions relate to these opinions of learning center instructors. Managers of learning centers will find the opinion survey results of interest and assistance.

Task Performance Data

The task performance data from the entire usable sample is contained in Table 2.

The 191 tasks were rated by 1,119 job incumbents. The same data file has provided 25 different analyses, which were used later in the various phases of the overall curriculum development project. It must be emphasized that different subgroups when analyzed show considerable differences in results. These analyzed data provided the empirical base for determining training requirements.

Occupational Survey Report

The occupational survey report based upon the questionnaire data is contained as Appendix C.

Table 1. Opinion Survey Results

Mean Rank in Group	Item Ref	Item Description	Rank Frequency (%)						Paired Item
			1	2	3	4	5	6	
Activity Group I (Items 1 – 5)									
1.989	1	Establish positive learning environment	47.3	25.3	13.6	8.9	4.9	—	—
2.967	2	Apply motivation techniques appropriate to self-paced instruction	15.2	27.1	21.6	18.1	17.8	—	16
3.255	3	Establish and maintain rapport with students	14.9	16.7	19.9	24.8	23.6	—	19
3.277	4	Evidence fairness, tact, and good judgment	7.1	17.5	30.6	30.0	14.7	—	—
3.514	5	Exhibit professional attitude to assigned and non-assigned duties	15.5	13.5	14.1	18.0	38.8	—	—
Activity Group II (Items 6 – 10)									
3.711	6	Establish professional contacts outside course environment	2.5	10.0	32.0	25.1	30.5	—	—
2.169	7	Attend professional in-service training	12.7	67.7	12.3	4.6	2.7	—	—
1.251	8	Stay current in technical specialty	82.7	11.9	3.6	1.4	.4	—	17
3.358	9	Attend job-related civilian schools at government expense	2.0	8.5	46.7	37.7	5.1	—	—
4.518	10	Attend job-related civilian schools at my own expense	.2	1.9	5.4	31.1	61.4	—	—
Activity Group III (Items 11 – 15)									
2.330	11	Encourage safe behavior beyond that specified by course documents	33.3	26.6	20.6	12.8	6.7	—	—
2.848	12	Discriminate between normal and deviant behavior in the classroom	12.4	25.2	36.4	17.4	8.7	—	18
3.999	13	Conform with intent of the privacy act	4.9	8.2	13.1	29.4	44.3	—	—
3.815	14	Enforce rules of dress and appearance	4.8	12.1	15.2	32.8	34.9	—	20
2.016	15	Intervene at the appropriate time in the learning process	44.5	28.0	14.3	7.6	5.3	—	—
Activity Group IV (Items 16 – 21)									
2.406	16	Apply motivation techniques appropriate to self-paced instruction	28.8	34.2	17.3	10.5	5.7	3.5	2
2.147	17	Stay current in technical specialty	45.2	21.5	16.5	9.5	4.8	2.8	8
4.396	18	Discriminate between normal and deviant behavior in the classroom	1.6	4.6	14.1	27.4	36.4	15.8	12
3.334	19	Establish and maintain rapport with students	16.3	17.2	19.0	19.7	20.0	7.8	3
5.329	20	Enforce rules of dress and appearance	.7	2.4	5.9	9.3	17.8	63.9	14
3.377	21	Recognize ineffective study habits	7.4	20.3	27.1	23.7	15.2	6.3	—

Table 2. All Personnel Responding Task Performance Data

DUTY AND TASK PERFORMANCE DATA FOR A SELECTED GROUP, BASED ON BACKGROUND INFORMATION LISTED BELOW, FROM THE INSTRUCTION GROUP CAREER FIELD. TASKS ARE LISTED IN DESCENDING ORDER OF PERCENT TIME SPENT BY ALL GROUP MEMBERS.				
DUTY JOB DESCRIPTION	CASES	TASKS	DUTIES	MBRS
	1119	191	9	1119
CUMULATIVE SUM OF AVERAGE PERCENT TIME SPENT BY ALL MEMBERS.....				
AVERAGE PERCENT TIME SPENT BY ALL MEMBERS.....				
AVERAGE PERCENT TIME SPENT BY MEMBERS PERFORMING.....				
PERCENT OF MEMBERS PERFORMING.....				
D-TSK	DUTY/TASK TITLE			
A	PERFORMING ADMINISTRATIVE DUTIES			
B	COUNSELING			
C	PREPARING FOR INSTRUCTION			
D	CONDUCTING SELF-PACED INSTRUCTION			
E	TESTING			
F	DEVELOPING CURRICULUM			
G	TEACHING GROUP OR TEAM ACTIVITIES IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT			
H	CONDUCTING COMPUTER MANAGED OR ASSISTED (PRESENTED) INSTRUCTION			
I	SUPERVISORY			
Members				
001	Total Sample	1119		
002	All Air Force	812		
003	All Military - Excluding Air Force	247		
004	Civilians - Non-Department of Defense	64		
005	Computer Managed	183		
006	ATC Instructors and Curriculum Developers	91		
007	ATC Instructor Supervisor	77		
008	ATC Instructors	625		
009	UPT Instructors	59		
010	All Instructors	1017		
011	Self-Paced (Non-Computer)	508		
012	USAF Instructors	773		
013	All ATC Personnel	681		
014	ATC Curriculum Developers	70		

DUTY AND TASK PERFORMANCE DATA FOR A SELECTED GROUP, BASED ON BACKGROUND INFORMATION LISTED BELOW, FROM THE INSTRUCTOR GROUP CAREER FIELD. TASKS ARE LISTED IN DESCENDING ORDER OF PERCENT TIME SPENT BY ALL GROUP MEMBERS.

TASK JOB DESCRIPTION	CASES	TASKS	DUTIES	HRS
	1119	191	9	1119
DUTY/TASK TITLE				
E 82 CIRCULATE AMONG STUDENTS TO OBSERVE STUDENT PROGRESS (NOT RECORDED)	79.09	2.80	2.21	2.21
A 20 MAINTAIN DISCIPLINE	88.11	2.23	1.96	4.17
A 35 USE OFFICIAL PUBLICATIONS SUCH AS TECHNICAL ORDERS, REGULATIONS, AND MANUALS	74.08	2.59	1.92	6.09
B 43 INSURE THAT INSTRUCTIONAL STUDY MATERIALS ARE AVAILABLE FOR STUDENTS	83.56	2.12	1.77	7.86
D 75 COUNSEL STUDENTS CONCERNING TRAINING PROGRESS	79.09	2.12	1.68	9.54
B 50 STUDY INSTRUCTOR OR JOB-RELATED MATERIALS	73.91	2.24	1.66	11.20
E 99 TUTOR INDIVIDUAL STUDENTS	68.28	2.40	1.64	12.84
D 71 COUNSEL STUDENTS CONCERNING LEARNING DIFFICULTY	80.07	1.95	1.54	14.40
D 74 COUNSEL STUDENTS CONCERNING TEST FAILURE	75.16	1.91	1.43	15.83
A 1 ACCOUNT FOR STUDENTS (EG, TAKE ATTENDANCE)	85.17	1.66	1.42	17.25
D 67 COUNSEL STUDENTS CONCERNING ATTITUDE	79.89	1.76	1.41	18.66
B 44 INSURE THAT INSTRUCTIONS FOR OPERATING CLASSROOM EQUIPMENT ARE AVAILABLE TO STUDENTS	70.24	1.87	1.31	19.97
B 45 OBTAIN INSTRUCTIONAL STUDY MATERIALS SUCH AS STUDY GUIDES, TRAINING EQUIPMENT AND TRAINING AIDS	70.15	1.84	1.29	21.26
E 84 DEMONSTRATE OPERATION OF EQUIPMENT (SUCH AS PROJECTORS, TRAINERS AND COMPUTERS) TO STUDENTS	66.49	1.93	1.28	22.54
C 59 EVALUATE STUDENTS BY MEANS OF PERFORMANCE TYPES OF TESTS DURING OR AT THE END OF COURSES	54.96	2.27	1.25	23.79
E 83 CRITIQUE COURSES ARE (STUDY GUIDES, AUDIO-VISUALS, AND PROGRAMMED TEXTS) FOR CLARITY, TECHNICAL ACCURACY, ETC	63.63	1.92	1.22	25.01
B 39 ATTEND INSTRUCTOR TRAINING COURSES ON-DUTY	68.72	1.76	1.21	26.22
A 25 MAINTAIN FILES OF STUDENT RECORDS AND REPORTS	56.30	2.15	1.21	27.43
C 55 CONDUCT CRITIQUE OF TEST RESULTS WITH STUDENTS	60.50	1.99	1.21	28.64
B 42 INSURE THAT CRITIQUE FORMS, OR OTHER SIMILAR DOCUMENTS, ARE AVAILABLE TO STUDENTS	73.91	1.59	1.18	29.81
B 37 ARRANGE TRAINING AREA (CLASSROOM, LEARNING CENTER, LAB, ETC) FOR THE IMMEDIATE TRAINING ACTIVITIES	66.93	1.75	1.17	30.99
E 45 DETERMINE WHICH UNITS, LESSONS, ELEMENTS, ETC, STUDENTS MUST COMPLETE DURING REMEDIAL INSTRUCTION	64.52	1.77	1.14	32.12

A 16	INSURE ADEQUATE LIGHT, HEAT, AND OTHER HEALTH/SAFETY FACTORS	70.69	1.61	1.14	33.26
B 47	REVIEW LESSON PLANS AND INSTRUCTIONAL STUDY MATERIALS IN PREPARATION FOR CLASS	60.14	1.87	1.13	34.39
E 89	INTERVENE IN THE LEARNING PROCESS TO INFORMALLY DETERMINE STUDENT PROGRESS	55.76	2.01	1.12	35.51 25
C 52	ADMINISTER PERFORMANCE TYPES OF TESTS DURING OR AT THE END OF COURSES	52.90	2.11	1.12	36.63
D 73	COUNSEL STUDENTS CONCERNING PERSONAL PROBLEMS	67.20	1.66	1.11	37.74
A 9	CONDUCT STUDENT ORIENTATION	65.95	1.68	1.11	38.85
D 69	COUNSEL STUDENTS CONCERNING DISCIPLINARY PROBLEMS	70.87	1.56	1.11	39.95
C 65	RECORD RESULTS WHEN STUDENTS REACH INTERMEDIATE CHECK-POINTS (EG, PROGRESS CHECKS AND TEACHING STEP ASSESSMENTS)	53.80	2.04	1.10	41.05 30
C 61	EVALUATE STUDENTS BY MEANS OF WRITTEN TESTS DURING OR AT THE END OF COURSES	54.51	1.97	1.07	42.12
D 78	FOLLOW-UP AFTER COUNSELING STUDENTS	64.25	1.65	1.06	43.18
A 13	DISTRIBUTE ACCOUNT FOR TRAINING MATERIALS/EQUIPMENT	63.00	1.65	1.04	44.23
C 54	ADMINISTER WRITTEN TESTS DURING OR AT THE END OF COURSES	50.67	2.04	1.04	45.26
E 92	PRESCRIBE REMEDIAL ACTION	60.14	1.72	1.03	46.29 35
D 80	PREPARE STUDENT COUNSELING REPORTS/RECORDS	58.89	1.75	1.03	47.33
C 62	EVALUATE WRITTEN TESTS AND SUGGEST/MAKE REVISIONS	57.55	1.77	1.02	48.35
A 14	ESTABLISH CLASSROOM RULES	62.56	1.56	.97	49.32
D 68	COUNSEL STUDENTS CONCERNING CAREER DEVELOPMENT	56.48	1.70	.96	50.28
A 7	ASSIGN WORK DETAILS TO STUDENTS	62.11	1.51	.94	51.22 40
C 66	SCORE TESTS	48.26	1.94	.93	52.16
G 155	WRITE TEST QUESTIONS/INSTRUCTIONS	47.01	1.98	.93	53.09
C 64	POST (RECORD) TEST SCORES	49.51	1.85	.92	54.01
D 77	MAKE RECOMMENDATIONS FOR ACTIONS SUCH AS ELIMINATION, DISCHARGE, PROFICIENCY ADVANCEMENT, ETC	62.11	1.44	.90	54.90
D 72	COUNSEL STUDENTS CONCERNING MILITARY AFFAIRS	55.14	1.60	.88	55.79 45
C 57	EVALUATE PERFORMANCE-CHECK INSTRUCTIONS FOR CLARITY, TECHNICAL ACCURACY, ETC, AND SUGGEST/MAKE REVISIONS	50.22	1.74	.87	56.66
I 187	CONDUCT REMEDIAL TRAINING FOR STUDENTS ON A ONE-TO-ONE BASIS IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	45.58	1.92	.87	57.53
D 77	DIRECT STUDENTS TO AGENCIES SUCH AS LEGAL OFFICE, CHAPLAIN, INSPECTOR GENERAL, AND COMMANDER	63.18	1.35	.85	58.39
E 86	FOLLOW INSTRUCTIONAL FLOW CHARTS TO CONTROL STUDENT MOVEMENT THROUGH COURSE	45.13	1.87	.84	59.23
A 5	ASSIGN STUDENTS TO CARRELS, LABS, ETC	50.94	1.63	.83	60.06 50
A 6	ATTEND STAFF MEETINGS	49.87	1.65	.82	60.88
A 19	MAINTAIN/CONTROL EXAMINATIONS TO INCLUDE KEYS AND ANSWER SHEETS	43.25	1.87	.81	61.69
A 12	DESIGN OR MAINTAIN STATUS BOARDS OR CHARTS	46.74	1.70	.79	62.49

B 47	PERFORM OPERATIONAL CHECKS ON TRAINERS\TRAINING EQUIPMENT OTHER THAN COMPUTERS	45.58	1.73	.79	63.26
D 70	COUNSEL STUDENTS CONCERNING ELIMINATION	52.73	1.43	.75	64.03
G 148	MAKE SUGGEST CHANGES TO COURSE DESIGN	45.67	1.60	.73	64.76
D 75	COUNSEL STUDENTS CONCERNING VALUES	48.35	1.50	.73	65.48
G 155	WRITE/REVISE PROGRAMMED INSTRUCTIONAL TEXTS	33.33	2.16	.72	66.21
A 15	IDENTIFY PROBLEM READERS AND MAKE REFERRALS	48.17	1.48	.71	66.92
I 186	CONDUCT REHEARSAL TRAINING FOR A GROUP OR GROUPS OF STUDENTS IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	38.61	1.76	.68	67.60
A 18	MAINTAIN\CONTROL EXAMINATION FILES	36.91	1.82	.67	68.27
B 41	ATTEND JOB-RELATED COURSES ON-DUTY	42.63	1.56	.66	68.93
B 48	PREPARE PERSONALIZED LESSON PLANS	37.27	1.77	.66	69.59
A 11	COORDINATE STUDENT WELFARE, DISCIPLINE, OR OTHER ACTIONS WITH SQUADRONS OR OTHER AGENCIES	43.52	1.41	.62	70.20
A 34	RECORD RESULTS WHEN STUDENTS REQUEST ASSISTANCE	39.77	1.49	.59	70.80
A 22	MAINTAIN FILES OF COURSE TRAINING MATERIALS	36.19	1.61	.58	71.38
B 40	ATTEND JOB-RELATED COURSES OFF-DUTY	28.60	2.03	.58	71.96
I 184	CONDUCT PERFORMANCE LESSON CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	25.38	2.17	.55	72.51
A 17	MAINTAIN AUDIO-VISUAL MATERIALS\HARDWARE RECORDS	36.28	1.48	.54	73.05
G 154	WRITE LEARNING OBJECTIVES	30.38	1.75	.53	73.58
B 46	PERFORM OPERATIONAL CHECKS ON AUDIO-VISUAL COURSEWARE (EG, PULSES ON CASSETTES)	33.96	1.56	.53	74.11
I 179	CONDUCT DISCUSSION NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	27.61	1.90	.53	74.63
A 2	ADMINISTER COURSE CRITIQUE	37.18	1.41	.52	75.16
A 26	MAINTAIN FILES OF TRAINING EVALUATION RECORDS	28.06	1.80	.50	75.66
I 176	CONDUCT DEMONSTRATION LESSON CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	23.59	2.00	.47	76.13
E 97	SHOW AUDIO-VISUALS SUCH AS FILMS, SLIDES, ETC	32.98	1.41	.47	76.60
G 140	DEVELOP/REVISE PROGRAMMED TEXT GUIDANCE PACKAGES	25.20	1.82	.46	77.06
E 90	MONITOR PEER INSTRUCTION	30.47	1.48	.45	77.51
A 28	PERFORM AUTHORIZED MINOR MAINT ON TRAINERS\TRAINING EQUIP. EXCLUDING COMPUTERS (A-V EQUIP, TESTERS, ETC)	31.28	1.44	.45	77.96
A 31	PREPARE STUDENT STATUS REPORTS	27.17	1.62	.44	78.40
F 112	INTERPRET COMPUTER PRINTOUTS\DISPLAYS	17.43	2.51	.44	78.84
I 178	CONDUCT DISCUSSION CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	20.91	1.94	.41	79.25
A 4	ASSESS (WITHOUT TESTING) QUALIFICATIONS OF NEW STUDENTS BY PERSONAL INTERVIEW	28.06	1.44	.40	79.65
I 177	CONDUCT DEMONSTRATION LESSON NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	23.77	1.70	.40	80.06
E 87	INITIATE PEER INSTRUCTION	28.51	1.40	.40	80.45
G 138	DEVELOP PLANS OF INSTRUCTION	24.13	1.61	.39	80.84

D-TSK	DUTY/TASK TITLE	SPC001	PAGE	4
A 10	CONTACT MAIN PERSONNEL FOR OTHER THAN AUTHORIZED MINOR MAINT ON TRAINERS\TRAINING EQUIP EXCLUDING COMPUTERS	30.21	1.28	.39 81.23
G 130	DESIGN, SKETCH, COMPOSE OR ADVISE ON MANUSCRIPT ILLUSTRATIONS	20.20	1.86	.38 81.61
F 183	CONDUCT LECTURE NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	21.18	1.73	.37 81.97
M 122	CONDUCT ORIENTATIONS TOURS FOR VISITORS	26.09	1.40	.36 82.34 90
A 3	ASSESS (WITHOUT TESTING) QUALIFICATIONS OF NEW STUDENTS BY CHECKING READING COMP, AGE AND IQ SCORES, ETC	28.33	1.28	.36 82.70
E 81	ASSIGN SHIFT STUDENTS TO TRACKS OR MODULES BASED ON PREVIOUS PERFORMANCE, PRE-TESTS AND RECORDS REVIEW	22.61	1.59	.36 83.06
G 124	CONDUCT COURSE REVIEWS	23.68	1.50	.35 83.41
G 141	DEVELOP STANDARDIZED LESSON PLANS	24.40	1.45	.35 83.77
G 143	ESTABLISH INSTRUCTIONAL SEQUENCE, METHODS, MEDIA (FOR COURSES OR MODULES)	21.81	1.60	.35 84.11 95
F 103	CHECK STUDENT TEST FORMS, WORKSHEETS AND ADMINISTRATIVE DATA FORMS FOR FORMAT PRIOR TO MACHINE PROCESSING	15.01	2.20	.33 84.44
A 21	MAINTAIN FILES OF COURSE CONTROL DOCUMENTS	23.50	1.40	.33 84.77
E 93	RECOMMEND STUDENTS FOR DUTY AS CLASS LEADERS	25.65	1.26	.32 85.10
I 182	CONDUCT LECTURE CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	18.05	1.79	.32 85.42
M 172	REVIEW/REAPPROVE CURRICULUM MATERIALS DURING DEVELOPMENT OR REVISION	17.07	1.88	.32 85.74 100
E 95	SELECT/REAPPROVE STUDENTS FOR DUTY AS CLASS LEADERS	26.09	1.23	.32 86.06
A 27	MAINTAIN STOCK FILLS OF RESIDENT TRAINING MATERIALS	21.36	1.49	.32 86.38
C 53	ADMINISTER PRE-TESTS WHICH MEASURE STUDENTS JOB KNOWLEDGE PRIOR TO INSTRUCTION	20.29	1.54	.32 86.70
G 153	PREPARE/REVIEW AUDIO-VISUAL SCRIPTS	15.64	1.96	.31 87.00
G 131	DESIGN SLIDES OR TRANSPARENCIES	18.68	1.64	.31 87.31 105
M 168	ORIENT INSTRUCTORS TO ROLE	18.14	1.63	.30 87.61
G 134	DEVELOP CRITERION PERFORMANCE EVALUATION TASKS	20.11	1.37	.28 87.88
F 101	ASSIGN STUDENTS TO LESSONS WHEN COMPUTER IS DOWN	14.03	1.88	.26 88.15
M 158	ASSIGN PERSONNEL TO DUTY POSITIONS	14.92	1.76	.26 88.41
G 132	DETERMINE MEDIA (MATERIALS/HARDWARE) SUPPORT REQUIREMENTS	18.86	1.39	.26 88.67 110
I 165	CONDUCT PERFORMANCE LESSON NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	16.35	1.60	.26 88.93
B 38	ATTEND INSTRUCTOR TRAINING COURSES OFF-DUTY	15.01	1.71	.26 89.19
F 121	REQUEST INFORMATION FROM COMPUTER	14.66	1.74	.26 89.44
G 127	CONSTRUCT RATING STANDARDS OR OTHER DEVICES USED TO EVALUATE STUDENT PERFORMANCE DURING PROGRESS CHECKS	19.57	1.30	.25 89.70
M 161	CONDUCT FORMAL ON-THE-JOB TRAINING (OJT)	15.10	1.68	.25 89.95 115
C 80	EVALUATE STUDENTS BY MEANS OF PRE-TESTS WHICH MEASURE JOB KNOWLEDGE PRIOR TO INSTRUCTION	15.73	1.58	.25 90.20
C 55	DEVELOP SCATTERGRAMS FOR OTHER TEST ANALYSIS DEVICES	16.80	1.48	.25 90.48

D-TSK	DUTY/TASK TITLE	SPC001	PAGE	6
F 106	DETERMINE WHEN TO OVERRIDE COMPUTER PRESCRIPTIONS	8.13	1.70	.14 96.83
C 59	EVALUATE STUDENTS BY MEANS OF INTELLIGENCE/APTITUDE/	9.20	1.50	.14 96.97
	ATTITUDE TYPES OF TESTS			
F 122	SHUT DOWN AND SECURE TERMINALS	8.31	1.58	.13 97.10
F 113	MATCH STUDENTS TO MEDIA EQUIPMENT WHEN COMPUTER IS DOWN	6.88	1.86	.13 97.23 155
E 96	SELECT/APPROVE STUDENTS FOR INSTRUCTOR AIDES	10.63	1.19	.13 97.36
G 133	DEVELOP COURSE CHARTS	11.26	1.12	.13 97.48
F 114	OVERIDE/ADJUST COMPUTER PRESCRIPTIONS	7.24	1.65	.12 97.60
M 159	CERTIFY PERSONNEL FOR INSTRUCTOR DUTY	7.77	1.50	.12 97.72
A 29	PREPARE INSTRUCTIONAL SYSTEM DEVELOPMENT PROJECT REPORTS	9.74	1.16	.11 97.83 160
I 190	CONDUCT TEAM PERFORMANCE LESSON CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	6.79	1.64	.11 97.94
F 109	INPUT STUDENT ADMINISTRATIVE DATA TO COMPUTER	5.27	2.06	.11 98.05
B 36	ARRANGE FOR REMOTE TRAINING ASSIGNMENTS FOR STUDENTS (EG, FIELD TRIPS AND TOURS)	9.29	1.14	.11 98.16
I 188	CONDUCT SEMINAR/SYMPOSIUM CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	6.79	1.56	.11 98.27
G 144	ESTABLISH/RECOMMEND COURSE ENTRY PREREQUISITES	9.74	1.07	.10 98.37 165
A 33	REASSIGN HAL-ASSIGNED STUDENTS	9.47	1.09	.10 98.47
G 128	CORRELATE TRAINING CONTROL DOCUMENTS WITH FIELD SURVEY DATA SUCH AS OCCUPATIONAL SURVEY REPORTS (OSRS)	7.42	1.31	.10 98.57
A 30	PREPARE PLANNED GRADUATION ACTIVITIES	8.04	1.20	.10 98.62
G 135	DEVELOP EVALUATION PROJECT PLANS	8.13	1.19	.10 98.76
I 180	CONDUCT GAMING EXERCISE (EG, ROLE PLAYING) CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	5.36	1.63	.09 98.85 170
A 24	MAINTAIN FILES OF RESOURCE DEVELOPMENT AND PROCUREMENT DOCUMENTS	6.88	1.23	.08 98.94
I 169	CONDUCT SEMINAR/SYMPOSIUM NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	5.54	1.51	.08 99.02
G 152	PREPARE INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD) PROJECT PLANS	6.08	1.33	.08 99.10
F 102	CALL UP DESIRED PROGRAM	5.72	1.35	.08 99.18
F 118	PERFORM UPDATE PROCEDURES WHEN COMPUTER IS DOWN	4.56	1.59	.07 99.25 175
F 111	INSURE THAT STUDENTS RECEIVE COMPUTER ASSIGNED ALTER- NATIVE MODULES	4.56	1.48	.07 99.32
G 150	PERFORM PHOTOGRAPHY FOR CURRICULUM DEVELOPERS	1.97	3.42	.07 99.38
G 136	DEVELOP GUIDELINES AND CHECKLISTS FOR RESIDENT COURSE REVIEWS	5.45	1.12	.06 99.45
I 181	CONDUCT GAMING EXERCISE NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	4.83	1.19	.06 99.50
M 174	SELECT AS INSTRUCTORS, RECENT COURSE GRADUATES	5.27	1.00	.05 99.56 180
F 117	PERFORM OPERATIONAL CHECKS OF COMPUTER TERMINALS	3.66	1.43	.05 99.61
M 164	DRAFT ORGANIZATION AND FUNCTIONAL CHARTS	4.38	1.20	.05 99.66
M 170	RECOMMEND/APPROVE BUDGET	3.31	1.42	.05 99.71

D-TSK	QUTY/TASK TITLE	SPC001 PAGE 6		
I 151	CONDUCT TEAM PERFORMANCE LESSON, NOT CALLED FOR BY LESSON PLAN IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT	5.20	1.05	.04 99.75
M 157	ARRANGE FOR DOCUMENTED EXPERIMENTAL STUDIES	3.66	1.17	.04 99.79 185
F 116	PERFORM AUTHORIZED TROUBLESHOOTING OF COMPUTER	2.32	1.69	.04 99.83
F 108	INPUT RESOURCES AVAILABILITY DATA TO COMPUTER	2.50	1.51	.04 99.87
F 115	PERFORM AUTHORIZED MINOR MAINTENANCE OF COMPUTER TERMINALS	2.86	1.17	.03 99.90
M 175	SELECT PERSONS OTHER THAN RECENT COURSE GRADUATES FOR INSTRUCTOR DUTY	3.66	.80	.03 99.93
M 167	INITIATE RECOMMENDATIONS FOR CHANGES IN AF SPECIALTY DESCRIPTIONS	3.04	.78	.02 99.96 190
G 151	PREPARE COURSE ANNOUNCEMENTS FOR PUBLICATION (EG, AFM 50-5 AND COMMUNITY COLLEGE OF THE AF HANDBOOK)	1.88	.74	.01 99.97

This is a specialized summary of the results of the functional structure of the entire survey sample. The data were analyzed, reviewed, and approved by the Occupational Measurement Center at Lackland AFB.

The job structure was determined on the basis of similarity in task performance by incumbents in the field. The analysis helped identify tasks which tend to be performed together and also helped

define the breadth (or narrowness) of these task clusters.

Time Accounting

Analysis of the time accounting records indicates that 581 man-hours were involved in the development and distribution of the occupational survey instrument. Breakdown of the total figure is in Appendix B.

APPENDIX A: JOB INVENTORY-INDIVIDUALIZED TRAINING INSTRUCTOR

UNITED STATES AIR FORCE JOB INVENTORY



INDIVIDUALIZED TRAINING INSTRUCTOR
AFPT 90-000-230
15 NOVEMBER 1975

OCCUPATIONAL SURVEY BRANCH
USAF OCCUPATIONAL MEASUREMENT CENTER
LACKLAND AFB, TEXAS 78236

OPINION SURVEY

Please rank the following activities according to how critical you think they are to the successful instructor in individualized courses. Place "1" in front of the activity you consider most critical in each group, "2" in front of the second most critical etc., until you have ranked each activity in that group. Then go to the next group and rank activities, "1" for the most critical, etc., until you have ranked all activities within each group.

- _____ Establish positive learning environment.
- _____ Apply motivation techniques appropriate to self-paced instruction.
- _____ Establish and maintain rapport with students.
- _____ Evidence fairness, tact, and good judgement.
- _____ Exhibit professional attitude to assigned and non-assigned duties.

- _____ Establish professional contacts outside of course environment.
- _____ Attend professional in-service training.
- _____ Stay current in technical specialty.
- _____ Attend job-related civilian schools at government expense.
- _____ Attend job-related civilian schools at my own expense.

- _____ Encourage safe behavior beyond that specified by course documents.
- _____ Discriminate between normal and deviant behavior in the classroom.
- _____ Conform with intent of privacy act.
- _____ Enforce rules of dress and appearance.
- _____ Intervene at the appropriate time in the learning process.

- _____ Apply motivation techniques appropriate to self-paced instruction.
- _____ Stay current in technical specialty.
- _____ Discriminate between normal and deviant classroom behavior.
- _____ Establish and maintain rapport with students.
- _____ Enforce rules of dress and appearance.
- _____ Recognize ineffective study habits.

1. Your help is needed in the development of a training program for instructors in courses designed around the concept of individualized instruction. We request that you respond to each item in this task inventory as honestly as you can. The new training program will be developed on the basis of your responses, so be as conscientious as possible. Your answers will also be used to develop career development courses for upgrade training in your career field and for specialty knowledge tests.

2. To qualify for this survey, you must meet the following conditions.

YOU MUST:

- a. Be a qualified instructor.
- b. Have held your duty AFSC for at least six weeks.
- c. Have been working in your present job for at least four weeks.

3. This USAF Inventory is in two sections:

- a. A Background Information section where you provide information about yourself, and
- b. A DUTY-TASK LIST section where you provide information about your current job.

4. In providing the information requested, it is equally important to follow the procedures given throughout the booklet. PRINT ALL WRITE-IN INFORMATION. DO NOT WRITE IN CLASSIFIED INFORMATION. DO NOT WRITE IN BASE OR APO NUMBER.

INSTRUCTIONS FOR BACKGROUND INFORMATION

Complete each item in the BACKGROUND INFORMATION section, pages 11 through 111. Now turn to page 11 and BEGIN.

BACKGROUND INFORMATION			DATE (Use Numbers ONLY)	
PRINT YOUR ANSWERS AND CHECK PROPER BOXES. ASK ABOUT DIRECTIONS IF NOT CLEAR.			YR	MO
NAME (Last, First, Middle Initial) <div style="text-align: right; font-size: small;">(11-29)</div>	AUTOVON PREFIX	TELEPHONE (Duty Ext)	AGE LAST BIRTHDAY <div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px auto;"></div>	YEARS (30-31)
Are you: <input type="checkbox"/> military enlisted (32) <input type="checkbox"/> military officer (33) <input type="checkbox"/> civilian (34)				
SOCIAL SECURITY ACCOUNT NUMBER (SSAN) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 30px; height: 20px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> </div> <div style="font-size: 20px;">-</div> <div style="border: 1px solid black; width: 30px; height: 20px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> </div> <div style="font-size: 20px;">-</div> <div style="border: 1px solid black; width: 40px; height: 20px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> <div style="width: 10px; height: 10px;"></div> </div> </div> <div style="display: flex; justify-content: space-around; font-size: small; margin-top: 5px;"> (35-37) (38, 39) (40-43) </div>				
Check the box(es) which identify your employer:				
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Air Force (44)</div> <div style="width: 33%;"><input type="checkbox"/> TRADOC (49)</div> <div style="width: 33%;"><input type="checkbox"/> Bell System (54)</div> <div style="width: 33%;"><input type="checkbox"/> Army (45)</div> <div style="width: 33%;"><input type="checkbox"/> Navy Education & Trng Commd (50)</div> <div style="width: 33%;"><input checked="" type="checkbox"/> United Air Lines (55)</div> <div style="width: 33%;"><input type="checkbox"/> Marines (46)</div> <div style="width: 33%;"><input type="checkbox"/> Marine Corps Education & Development Commd (51)</div> <div style="width: 33%;"><input type="checkbox"/> Other _____ (56)</div> <div style="width: 33%;"><input type="checkbox"/> Navy (47)</div> <div style="width: 33%;"><input type="checkbox"/> public schools (academic) (52)</div> <div style="width: 33%;"><input type="checkbox"/> ATC (48)</div> <div style="width: 33%;"><input type="checkbox"/> public schools (voc/tech) (53)</div> </div>				
Do you:				
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> instruct (57)</div> <div style="width: 33%;"><input type="checkbox"/> supervise instructors (58)</div> <div style="width: 33%;"><input type="checkbox"/> develop curriculum (59)</div> <div style="width: 33%;"><input type="checkbox"/> other _____ (60)</div> </div>				
Number of subordinates for whom you write official evaluations <input type="checkbox"/> (61, 62)				
Have you completed (as a student) the individualized/self-paced portions of the course you are now engaged in? <input type="checkbox"/> yes <input type="checkbox"/> no (63)				
Is your course (check only one box)				
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> traditional group lock step (64)</div> <div style="width: 33%;"><input type="checkbox"/> computer assisted (66)</div> <div style="width: 33%;"><input type="checkbox"/> self-paced (non-computer) (65)</div> <div style="width: 33%;"><input type="checkbox"/> computer managed (67)</div> <div style="width: 33%;"><input type="checkbox"/> other _____ (68)</div> </div>				
Time in present job: <input type="checkbox"/> (69-70) <input type="checkbox"/> (71-72) <div style="display: flex; justify-content: space-around; font-size: small;"> Years and Months </div>				
Total time in career field (Add the times for all work in your career field)				
<div style="display: flex; justify-content: space-around; font-size: small;"> <input type="checkbox"/> (Card 2:05-6) <input type="checkbox"/> (7-8) </div> <div style="display: flex; justify-content: space-around; font-size: small;"> Years and Months </div>				
Approximately how much time do you spend reviewing lesson plans or instructional/study materials in preparing for class?				
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> under 2 hrs per week (9)</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 4 1/2-6 hrs per week (11)</div> <div style="width: 33%;"><input type="checkbox"/> 8 1/2-10 hrs per week (13)</div> <div style="width: 33%;"><input type="checkbox"/> 2 1/2-4 hrs per week (10)</div> <div style="width: 33%;"><input type="checkbox"/> 6 1/2-8 hrs per week (12)</div> <div style="width: 33%;"><input type="checkbox"/> over 10 hrs per week (14)</div> </div>				

BACKGROUND INFORMATION (Continued)

Have you completed formal training designed to prepare you for individualized instruction? ☐ yes ☐ no (15)

Was the training

☐ resident, pre-service (16) ☐ resident, in-service (17) ☐ OJT (18)

Which of the following types of tests do you use?

☐ threshold knowledge test (19) ☐ criterion test (25)
☐ pre-assessment test (20) ☐ progress check (criterion progress check) (26)
☐ aptitude test (21) ☐ criterion recheck (27)
☐ student self-check (22) ☐ end-of-block test (28)
☐ teaching step assessment test (23) ☐ attitude test (29)
☐ lesson test (24) ☐ other _____ (30)

To evaluate student performance, do you use:

☐ rating standard (31) ☐ approved checklist used in the field (33)
☐ progress checklist (32) ☐ other _____ (34)

Do foreign students (residents of foreign countries) regularly attend your courses?

☐ yes ☐ no (35)

Your answers to the next two questions will be used for research only; they will not be used together with your name nor in any way to connect you with the answers. (Check ONE box in each column)

I find my job: (36)	My job utilizes my talents and training: (37)
<input type="checkbox"/> Extremely dull	<input type="checkbox"/> Not at all
<input type="checkbox"/> Very dull	<input type="checkbox"/> Very little
<input type="checkbox"/> Fairly dull	<input type="checkbox"/> Fairly well
<input type="checkbox"/> So-so	<input type="checkbox"/> Quite well
<input type="checkbox"/> Fairly interesting	<input type="checkbox"/> Very well
<input type="checkbox"/> Very interesting	<input type="checkbox"/> Excellently
<input type="checkbox"/> Extremely interesting	<input type="checkbox"/> Perfectly

READ THIS PAGE BEFORE GOING FURTHER

Have you completed the Background Information Section? Make sure before you continue with this procedure.

PROCEDURE A. CHECKING TASKS OF PRESENT JOB

1. As you read each task in the Duty-Task list, pages 1 through 12, place a check beside each task that you perform in your present job. Read every task in the inventory, even if the heading seems to not apply to you. Put your checkmark in the column headed "Check-If Done Now". Some task statements will include actions separated by a diagonal line (/). For these statements, cross out the action that does not apply.
2. If you instruct in a course that is only partially individualized, then respond to this survey as if you were instructing in a wholly individualized course. In other words, consider only the individualized portion of the course when you complete this survey.
3. Various examples, usually ATC forms, are used throughout this survey only to insure that task statements communicate. You should respond to each task statement, even where such examples do not apply.
4. If a task that you perform is not listed anywhere in the entire list, write it on the blank page at the end of the booklet, but do not add tasks that are classified.
5. Do not confuse work you do yourself with work you supervise.
6. Remember, at this time you are to complete only the column headed "Check-If Done Now" for pages 1 through 12. Do NOT complete the right-hand column, "Time Spent", at this time.
7. When you complete page 12, follow the arrow for your next instructions. Now turn to page 1 and begin your ratings.

PROCEDURE B. RATING TIME SPENT ON TASKS ON PRESENT JOB


1. Have you checked each task that you perform in your present job? Make sure, before you continue with this procedure.
2. Now you are to rate the relative amount of time you spend performing each task in your present job. Relative time spent means the total time you spend doing the task compared with the time you spend on each of the other tasks of your present job.
3. Use a rating of "1" if you spend "very much below average" amount of time on a task. Use a rating of "2" for "below average" time; and so on, up to a rating of "7" if you spend "very much above average" amount of time on the task.
4. Remember, you are to rate only tasks that you have already checked in the first column of pages 1 through 12.

5. Place your rating, according to the 7-point scale, in the right-hand column, headed "Time Spent Current Job."
6. When you have completed all your ratings in the right-hand column of pages 1 through 12, you will have completed this USAF Job Inventory, and you may turn it in.
7. Now, turn to page 1 and BEGIN your ratings for the right-hand column.

JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 1	OF 12	PAGES
1 Check tasks you perform now (✓) 2 Add any tasks you do now which are not listed. 3 In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check	TIME SPENT Current Job	
			✓ IF DONE NOW	1 VERY MUCH BE LOW AVERAGE 2 BELOW AVERAGE 3 SLIGHTLY BE LOW AVERAGE 4 ABOUT AVERAGE 5 SLIGHTLY ABOVE AVERAGE 6 ABOVE AVERAGE 7 VERY MUCH ABOVE AVERAGE	
A. PERFORMING ADMINISTRATIVE DUTIES					
1. Account for students (eg, take attendance)	5				
2. Administer course critique	6				
3. Assess (without testing) qualifications of new students by checking reading comp, AQE and IQ scores, etc	7				
4. Assess (without testing) qualifications of new students by personal interview	8				
5. Assign students to carrels, labs, etc	9				
6. Attend staff meetings	10				
7. Assign work details to students	11				
8. Complete manhour accounting records (eg, ATC form 602)	12				
9. Conduct student orientation	13				
10. Contact maint personnel for other than authorized minor maint on trainers/training equip excluding computers	14				

11. Coordinate student welfare, discipline, or other actions with squadrons or other agencies	15				
12. Design or maintain status boards or charts	16				
13. Distribute/account for training materials/equipment	17				
14. Establish classroom rules	18				
15. Identify problem readers and make referrals	19				
16. Insure adequate light, heat, and other health/safety factors	20				
17. Maintain audio-visual materials/hardware records	21				
18. Maintain/control examination files	22				
19. Maintain/control examinations to include keys and answer sheets	23				
20. Maintain discipline	24				

PAGE 2 OF 12 PAGES

- | Check | TIME SPENT
Current Job |
|--|--------------------------------|
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| | 3 SLIGHTLY BE-
LOW AVERAGE |
| | 4 ABOUT AVERAGE |
| | 5 SLIGHTLY
ABOVE AVERAGE |
| | 6 ABOVE AVERAGE |
| | 7 VERY MUCH
ABOVE AVERAGE |
| | 8 |

21.	Maintain files of course control documents	25
22.	Maintain files of course training materials	26
23.	Maintain files of materials development and procurement documents	27
24.	Maintain files of resource development and procurement documents	28
25.	Maintain files of student records and reports	29
26.	Maintain files of training evaluation records	30
27.	Maintain stock files of resident training materials	31
28.	Perform authorized minor maint on trainers/training equip, excluding computers (A-V equip, testers, etc)	32
29.	Prepare instructional system development project reports	33
30.	Prepare planned graduation activities	34

* * * * *


- | | |
|--|----|
| 31. Prepare student status reports | 35 |
| 32. Prepare training activity report | 36 |
| 33. Reassign mal-assigned student. | 37 |
| 34. Record results when students request assistance | 38 |
| 35. Use official publications such as technical orders, regulations, and manuals | 39 |

NOTE: If any task you perform under this duty is not listed,
write it on the blank page at the end of the booklet.

JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 4	OF 12	PAGES
1 Check tasks you perform now (✓) 2 Add any tasks you do now which are not listed. 3 In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check	TIME SPENT Current Job	
			✓ IF DONE NOW	1 VERY MUCH BE LOW AVERAGE 2 BELOW AVERAGE 3 SLIGHTLY BE LOW AVERAGE 4 ABOUT AVERAGE 5 SLIGHTLY ABOVE AVERAGE 6 ABOVE AVERAGE 7 VERY MUCH ABOVE AVERAGE	
C. TESTING					
1. Administer intelligence/aptitude/attitude types of tests	55				
2. Administer performance types of tests during or at the end of courses	56				
3. Administer pre-tests which measure students job knowledge prior to instruction	57				
4. Administer written tests during or at the end of courses	58				
5. Conduct critique of test results with students	59				
6. Develop scattergrams (or other test analysis devices)	60				
7. Evaluate performance-check instructions for clarity, technical accuracy, etc, and suggest/make revisions	61				
8. Evaluate students by means of intelligence/aptitude/attitude types of tests	62				
9. Evaluate students by means of performance types of tests during or at the end of courses	63				
10. Evaluate students by means of pre-tests which measure job knowledge prior to instruction	64				

11. Evaluate students by means of written tests during or at the end of courses	65				
12. Evaluate written tests and suggest/make revisions	66				
13. Interpret scattergrams (or other test analysis devices)	67				
14. Post (record) test scores	68				
15. Record results when students reach intermediate check-points (eg, progress checks and teaching step assessments)	69				
16. Score tests	70				
NOTE: If any task you perform under this duty is not listed, write it on the blank page at the end of the booklet.					

PAGE 5 OF 12 PAGES

- | Check | TIME SPENT
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| | 4 ABOUT AVERAGE |
| | 5 SLIGHTLY
ABOVE AVERAGE |
| | 6 ABOVE AVERAGE |
| | 7 VERY MUCH
ABOVE AVERAGE |

1. Counsel students concerning attitude	71
2. Counsel students concerning career development	72
3. Counsel students concerning disciplinary problems	03, 73
4. Counsel students concerning elimination	5
5. Counsel students concerning learning difficulty	6
6. Counsel students concerning military affairs	7
7. Counsel students concerning personal problems	8
8. Counsel students concerning test failure	9
9. Counsel students concerning training progress	10
10. Counsel students concerning values	11

* * * * *

- | | | |
|-----|--|----|
| 11. | Direct students to agencies such as legal office,
chaplain, inspector general, and commander | 12 |
| 12. | Follow-up after counseling students | 13 |
| 13. | Make recommendations for actions such as elimination,
discharge, proficiency advancement, etc | 14 |
| 14. | Prepare student counseling reports/records | 15 |

NOTE: If any task you perform under this duty is not listed,
write it on the blank page at the end of the booklet.

JOB INVENTORY (DUTY TASK LIST)		AFSC INDIV. INSTR.	PAGE 6	OF 12	PAGES
1. Check tasks you perform now (✓). 2. Add any tasks you do now which are not listed. 3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check	TIME SPENT Current Job	
			✓ IF DONE NOW	1. VERY MUCH BE- LOW AVERAGE 2. BELOW AVERAGE 3. SLIGHTLY BE- LOW AVERAGE 4. ABOUT AVERAGE 5. SLIGHTLY ABOVE AVERAGE 6. ABOVE AVERAGE 7. VERY MUCH ABOVE AVERAGE	
E. CONDUCTING SELF-PACED INSTRUCTION					
1. Assign/shift students to tracks or modules based on <u>previous performance, pre-tests and records review</u>	16				
2. Circulate among students to observe student progress (not recorded)	17				
3. Critique courseware (study guides, audio-visuals, and <u>programmed texts</u>) for <u>clarity, technical accuracy, etc</u>	18				
4. Demonstrate operation of equipment (such as projectors, <u>trainers and computers</u>) to students	19				
5. Determine which units, lessons, elements, etc, students <u>must complete during remedial instruction</u>	20				
6. Follow instructional flow charts to control student <u>movement through course</u>	21				
7. Initiate peer instruction	22				
8. Instruct students in proper use of responder units	23				
9. Intervene in the learning process to informally determine <u>student progress</u>	24				
10. Monitor peer instruction	25				

11. Participate in documented experimental studies	26				
12. Prescribe remedial action	27				
13. Recommend students for duty as class leaders	28				
14. Recommend students for instructor aides	29				
15. Select/approve students for duty as class leaders	30				
16. Select/approve students for instructor aides	31				
17. Show audio-visuals such as films, slides, etc	32				
18. Train instructor aides	33				
19. Tutor individual students	34				
NOTE: If any task you perform under this duty is not listed, <u>write it on the blank page at the end of the booklet.</u>					

JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 7	OF 12	PAGES
1. Check tasks you perform now (✓). 2. Add any tasks you do now which are not listed. 3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check	TIME SPENT Current Job	
			✓ IF DONE NOW	1. VERY MUCH BE LOW AVERAGE 2. BELOW AVERAGE 3. SLIGHTLY BE- LOW AVERAGE 4. ABOUT AVERAGE 5. SLIGHTLY ABOVE AVERAGE 6. ABOVE AVERAGE 7. VERY MUCH ABOVE AVERAGE	
F. CONDUCTING COMPUTER MANAGED OR ASSISTED (PRESENTED) INSTRUCTION					
1. Assign remediation to students when computer is down	35				
2. Assign students to lessons when computer is down	36				
3. Call up desired program	37				
4. Check student test forms, worksheets and administrative data forms for format prior to machine processing	38				
5. Complete records of computer use	39				
6. Contact maintenance personnel when computer malfunctions	40				
7. Determine when to override computer prescriptions	41				
8. Input learning progress data (eg, test results and performance checks) to computer	42				
9. Input resources availability data to computer	43				
10. Input student administrative data to computer	44				

11. Instruct students in operation of computer	45				
12. Insure that students receive computer assigned alter-native modules	46				
13. Interpret computer printouts/displays	47				
14. Match students to media equipment when computer is down	48				
15. Override/adjust computer prescriptions	49				
16. Perform authorized minor maintenance of computer terminals	50				
17. Perform authorized troubleshooting of computer	51				
18. Perform operational checks of computer terminals	52				
19. Perform update procedures when computer is down	53				
20. Record test results when computer is down	54				

JOB INVENTORY
(DUTY TASK LIST)

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PAGE 8 OF 12 PAGES

- 1 Check tasks you perform now (✓)
- 2 Add any tasks you do now which are not listed
- 3 In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job

Check

TIME SPENT
Current Job

✓

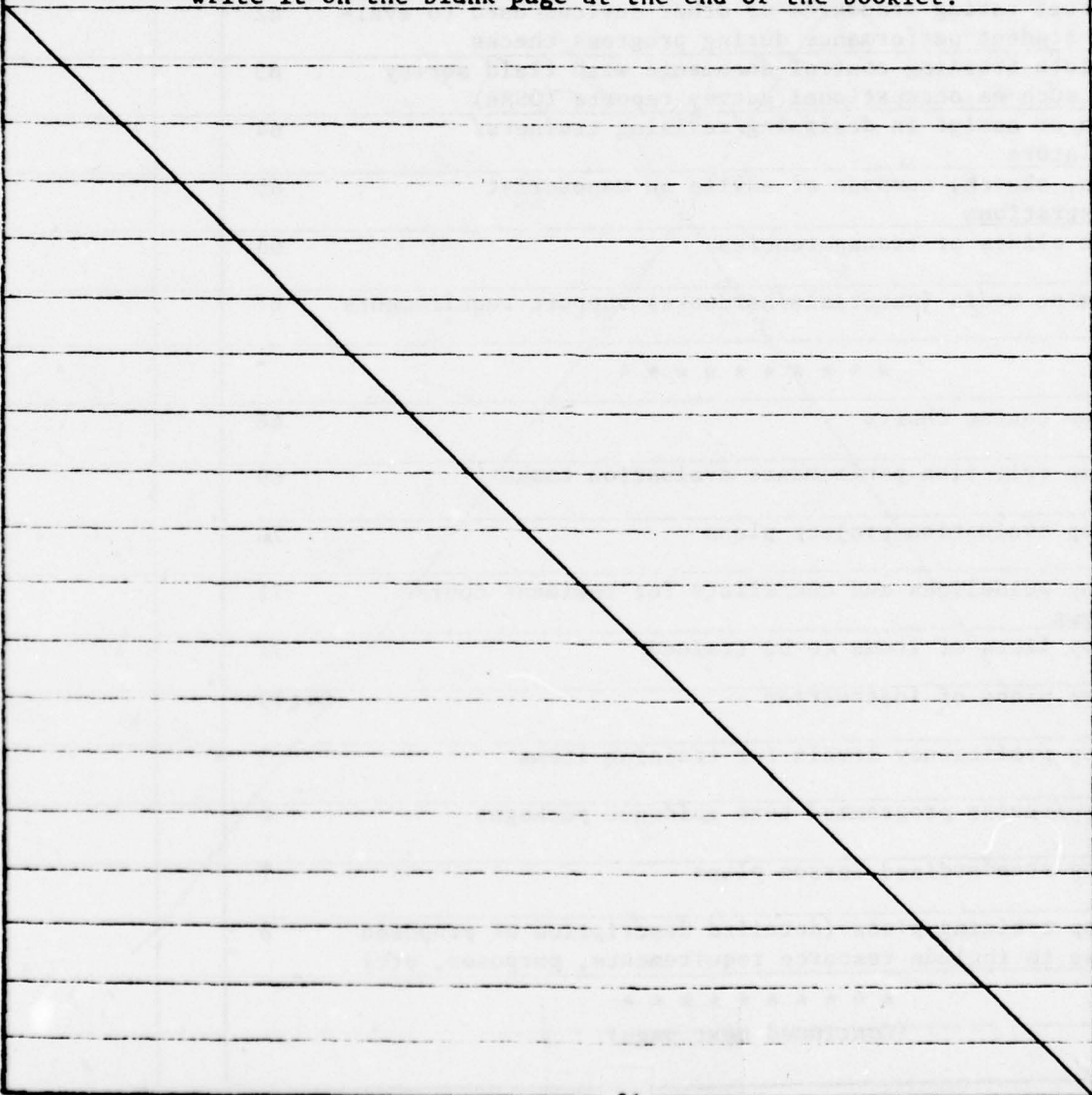
IF
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- 1 VERY MUCH BE
LOW AVERAGE
- 2 BELOW AVERAGE
- 3 SLIGHTLY BE
LOW AVERAGE
- 4 ABOUT AVERAGE
- 5 SLIGHTLY
ABOVE AVERAGE
- 6 ABOVE AVERAGE
- 7 VERY MUCH
ABOVE AVERAGE

**F. CONDUCTING COMPUTER MANAGED OR ASSISTED (PRESENTED)
INSTRUCTION (CONTINUED)**

- | | | | |
|---|----|--|--|
| 21. Remedy student errors in terminal operation | 55 | | |
| 22. Request information from computer | 56 | | |
| 23. Shut down and secure terminals | 57 | | |

NOTE: If any task you perform under this duty is not listed,
write it on the blank page at the end of the booklet.



JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 9 OF 12 PAGES
1. Check tasks you perform now (✓) 2. Add any tasks you do now which are not listed. 3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.		Check	TIME SPENT Current Job
		✓ IF DONE NOW	1 VERY MUCH BE 2 LOW AVERAGE 3 BELOW AVERAGE 4 SLIGHTLY BE 5 LOW AVERAGE 6 ABOUT AVERAGE 7 SLIGHTLY 8 ABOVE AVERAGE 9 ABOVE AVERAGE 10 ABOVE AVERAGE 11 ABOVE AVERAGE 12 ABOVE AVERAGE
G. DEVELOPING CURRICULUM			
1. Conduct and record results of small/large group tryouts for programmed materials	58		
2. Conduct course reviews	59		
3. Conduct formal (documented) evaluation of courses of instruction	60		
4. Construct job inventory questionnaires/checklists	61		
5. Construct rating standards or other devices used to evaluate student performance during progress checks	62		
6. Correlate training control documents with field survey data such as occupational survey reports (OSRs)	63		
7. Design or assist in designing/revising trainers/simulators	64		
8. Design, sketch, compose or advise on manuscript illustrations	65		
9. Design slides or transparencies	66		
10. Determine media (materials/hardware) support requirements	67		

11. Develop course charts	68		
12. Develop criterion performance evaluation tasks	69		
13. Develop evaluation project plans	70		
14. Develop guidelines and checklists for resident course reviews	71		
15. Develop lists of items to be trained	72		
16. Develop plans of instruction	04173		
17. Develop proficiency levels for training items	5		
18. Develop/revise programmed text guidance packages	6		
19. Develop standardized lesson plans	7		
20. Develop training plans (detailed description of proposed course to include resource requirements, purposes, etc)	8		

JOB INVENTORY (DUTY TASK LIST)		AFSC INDIV. INSTR.	PAGE 10	OF 12	PAGES
1 Check tasks you perform now (✓) 2 Add any tasks you do now which are not listed 3 In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check	TIME SPENT Current Job	
G. DEVELOPING CURRICULUM (CONTINUED)			✓ IF DONE NOW	1 VERY MUCH BE LOW AVERAGE 2 BELOW AVERAGE 3 SLIGHTLY BE- LOW AVERAGE 4 ABOUT AVERAGE 5 SLIGHTLY ABOVE AVERAGE 6 ABOVE AVERAGE 7 VERY MUCH ABOVE AVERAGE	
21. Establish instructional sequence, methods, media (for courses or modules)	9				
22. Establish/recommend course entry prerequisites	10				
23. Evaluate tryout results during development of instructional materials	11				
24. Insure currency of periodic inspections of audio-visual equipment/materials	12				
25. Interview subject matter specialists	13				
26. Make/suggest changes to course design	14				
27. Observe task performances during development of training materials	15				
28. Perform photography for curriculum developers	16				
29. Prepare course announcements for publication (eg, AFM 50-5 and Community College of the AF Handbook)	17				
30. Prepare Instructional System Development (ISD) project plans	18				

31. Prepare/revise audio-visual scripts	19				
32. Write learning objectives	20				
33. Write/revise programmed instructional texts	21				
34. Write test questions/instructions	22				
NOTE: If any task you perform under this duty is not listed, write it on the blank page at the end of the booklet.					

JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 11 OF 12 PAGES
1. Check tasks you perform now (✓) 2. Add any tasks you do now which are not listed. 3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check TIME SPENT Current Job 1. VERY MUCH BE- LOW AVERAGE 2. BELOW AVERAGE 3. SLIGHTLY BE- LOW AVERAGE 4. ABOUT AVERAGE 5. SLIGHTLY ABOVE AVERAGE 6. ABOVE AVERAGE 7. VERY MUCH ABOVE AVERAGE
H. SUPERVISORY			✓ IF DONE NOW
1. Arrange for documented experimental studies	23		
2. Assign personnel to duty positions	24		
3. Certify personnel for instructor duty	25		
4. Complete instructor proficiency record (eg, AF form 623, ATC form 336 and ATC form 10)	26		
5. Conduct formal on-the-job training (OJT)	27		
6. Conduct orientations/tours for visitors	28		
7. Conduct/schedule instructor in-service training sessions	29		
8. Draft organization and functional charts	30		
9. Draft replies to student critiques	31		
10. Evaluate grading practices	32		

11. Initiate recommendations for changes in AF specialty descriptions	33		
12. Orient instructors to role	34		
13. Perform instructor evaluation (ATC form 281)	35		
14. Recommend/approve budget	36		
15. Recommend instructors for recognition	37		
16. Review/approve curriculum materials during development or revision	38		
17. Review/approve/disapprove recommendations for student recycle/disenrollment/proficiency advancement	39		
18. Select, as instructors, recent course graduates	40		
19. Select persons other than recent course graduates for instructor duty	41		
NOTE: If any task you perform under this duty is not listed, write it on the blank page at the end of the booklet.			

JOB INVENTORY (DUTY - TASK LIST)		AFSC INDIV. INSTR.	PAGE 12 OF 12 PAGES
1. Check tasks you perform now (✓) 2. Add any tasks you do now which are not listed 3. In the "Time Spent" column, rate checked (✓) tasks on time spent in your present job.			Check IF DONE NOW
1. TEACHING GROUP OR TEAM ACTIVITIES IN AN INDIVIDUALIZED INSTRUCTIONAL ENVIRONMENT			1 VERY MUCH BELOW AVERAGE 2 BELOW AVERAGE 3 SLIGHTLY BELOW AVERAGE 4 ABOUT AVERAGE 5 SLIGHTLY ABOVE AVERAGE 6 ABOVE AVERAGE 7 ABOVE AVERAGE 8 ABOVE AVERAGE
1. Conduct demonstration lesson called for by lesson plan in an individualized instructional environment	42		
2. Conduct demonstration lesson not called for by lesson plan in an individualized instructional environment	43		
3. Conduct discussion called for by lesson plan in an individualized instructional environment	44		
4. Conduct discussion not called for by lesson plan in an individualized instructional environment	45		
5. Conduct gaming exercise (eg, role playing) called for by lesson plan in an individualized instructional environment	46		
6. Conduct gaming exercise not called for by lesson plan in an individualized instructional environment	47		
7. Conduct lecture called for by lesson plan in an individualized instructional environment	48		
8. Conduct lecture not called for by lesson plan in an individualized instructional environment	49		
9. Conduct performance lesson called for by lesson plan in an individualized instructional environment	50		
10. Conduct performance lesson not called for by lesson plan in an individualized instructional environment	51		

11. Conduct remedial training for a group or groups of students in an individualized instructional environment	52		
12. Conduct remedial training for students on a one-to-one basis in an individualized instructional environment	53		
13. Conduct seminar/symposium called for by lesson plan in an individualized instructional environment	54		
14. Conduct seminar/symposium not called for by lesson plan in an individualized instructional environment	55		
15. Conduct team performance lesson called for by lesson plan in an individualized instructional environment	56		
16. Conduct team performance lesson not called for by lesson plan in an individualized instructional environment	05: 57		
NOTE: If any task you perform under this duty is not listed, write it on the blank page at the end of the booklet.			
<div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px auto;"></div>			
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→ RETURN TO PAGE iv AND FOLLOW PROCEDURE B.

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40

PRIVACY ACT STATEMENT FOR USAF JOB INVENTORY, AFPT 90-000-230

1. **AUTHORITY** Authority for collecting the information in this job inventory is contained in Executive Order 9397, 22 Nov 1943; Section 301, Title 5, US Code; and AFM 35-2.

2. **PRINCIPAL PURPOSE(S)** Name and Social Security Account Number are required to verify that the individual completing the job inventory is the same individual listed in the UAR file and to allow analysts to contact an individual to obtain further information about the duties and tasks performed by career ladder incumbents.

3. **ROUTINE USES** Information provided by individual respondents will not be disclosed and will be treated confidentially. Individual identity will not be revealed. Job information from groups of respondents, who will not be identified by name or Social Security Account Number, will be used for the following purposes:

1. Evaluation of career field structure
2. Preparation of specialty training standards and training programs
3. Weighted Airman Promotion System test outlines
4. Personnel research
5. Other personnel management systems applications

4. **WHETHER DISCLOSURE IS MANDATORY OR VOLUNTARY AND EFFECT ON INDIVIDUAL OF NOT PROVIDING INFORMATION**
Completion of the inventory by job incumbents is mandatory. Failure to provide information would detract from the Air Force's ability to evaluate career field structures; prepare specialty standards and training programs; prepare Weighted Airman Promotion System test outlines; perform personnel research; and perform other personnel management systems applications.

FORM NUMBER AND DATE
USAF Job Inventory
15 Nov 1975

PRIVACY ACT STATEMENT

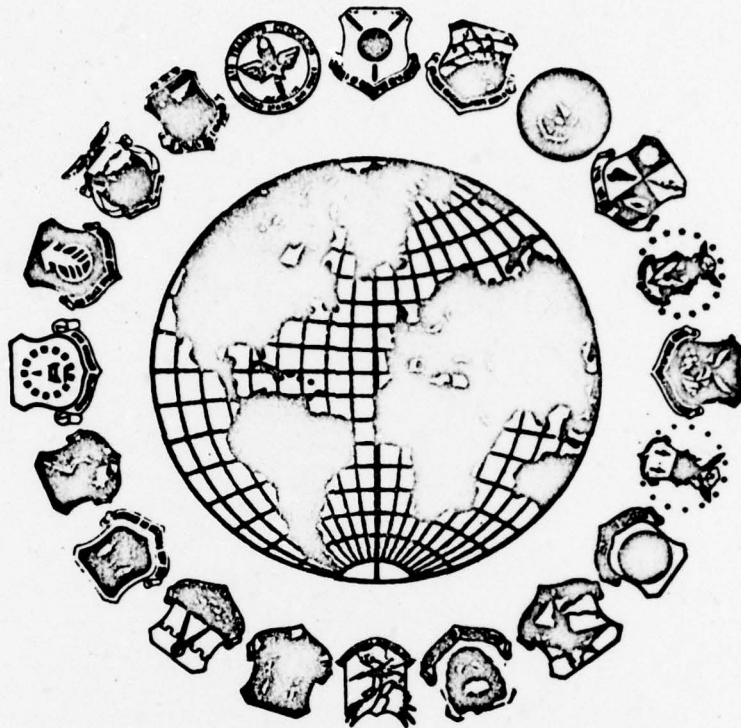
APPENDIX B: MAN-HOURS EXPENDED

263 man-hours developing initial task list
(This includes literature search but not site visits.)
87 man-hours in first trial validation
54 man-hours in first revision
106 man-hours for final draft development
20 man-hours for collation
51 man-hours for distribution to potential respondents.

This level of effort appears minimal in the light that the procedure results in empirical data upon which to determine training requirements.

APPENDIX C: SURVEY SAMPLE RESULTS

OCCUPATIONAL SURVEY REPORT



INDIVIDUALIZED INSTRUCTOR

AFPT 90-000-230

25 JUNE 1976

OCCUPATIONAL SURVEY BRANCH
USAF OCCUPATIONAL MEASUREMENT CENTER
LACKLAND AFB TEXAS 78236

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

RESULTS

The structure diagram (Figure 1) illustrates that the Individualized Instructor sample is divided into 11 areas. Some overlap in task performance exists between these groups but, in general, the differences were sufficient to warrant separate job types. In some cases, the differences between groups were not related to tasks performed per se but rather the amount of time individuals spent performing tasks.

The following descriptions provide task performance and background characteristics of each job grouping. A more detailed analysis of the job groups is described in the Job Grp and the PRTVR printouts.

A. Group/Team Instructor (Ggp 069, N=24, 2%)

1. Employer: Primarily AF but not assigned to ATC.
2. Supervision: Twelve percent of the group members indicated they supervised an average of 1.7 subordinates.
3. Type course: Other (group or team).
4. Job Interest (average) = 6.2.
5. Utilization of Talents and Training (average) = 5.0.

The members of this group spent 45 percent of the job time performing administrative duties and teaching group or team activities. The most time-consuming tasks included conducting performance lessons and discussions, tutoring individual students, and maintaining files of student records or reports. Three other considerations seem noteworthy: (1) Significantly less job time was devoted to team or group instruction by members of the other groups and hence this group's uniqueness; (2) incumbents in this group indicated the highest level of job interest when compared to all other groups. This may be due in part to the fact that certain elements of this job are similar to the group lock step method of instruction; (3) perceived utilization of talents and training was also highest for this group. This finding further reinforces the explanation in (2) above, i.e., the majority of all instructors in this survey received training in the group lock step method of instruction, but not in self-paced instruction. Of all groups identified, Grp 069 was probably the most similar to the traditional instructional method so that incumbents in this group were better prepared for their roles as instructors.

B. Classroom Instructor I (Grp 118, N=16, 1%)

1. Employer: Primarily AF ATC.
2. Supervision: None.

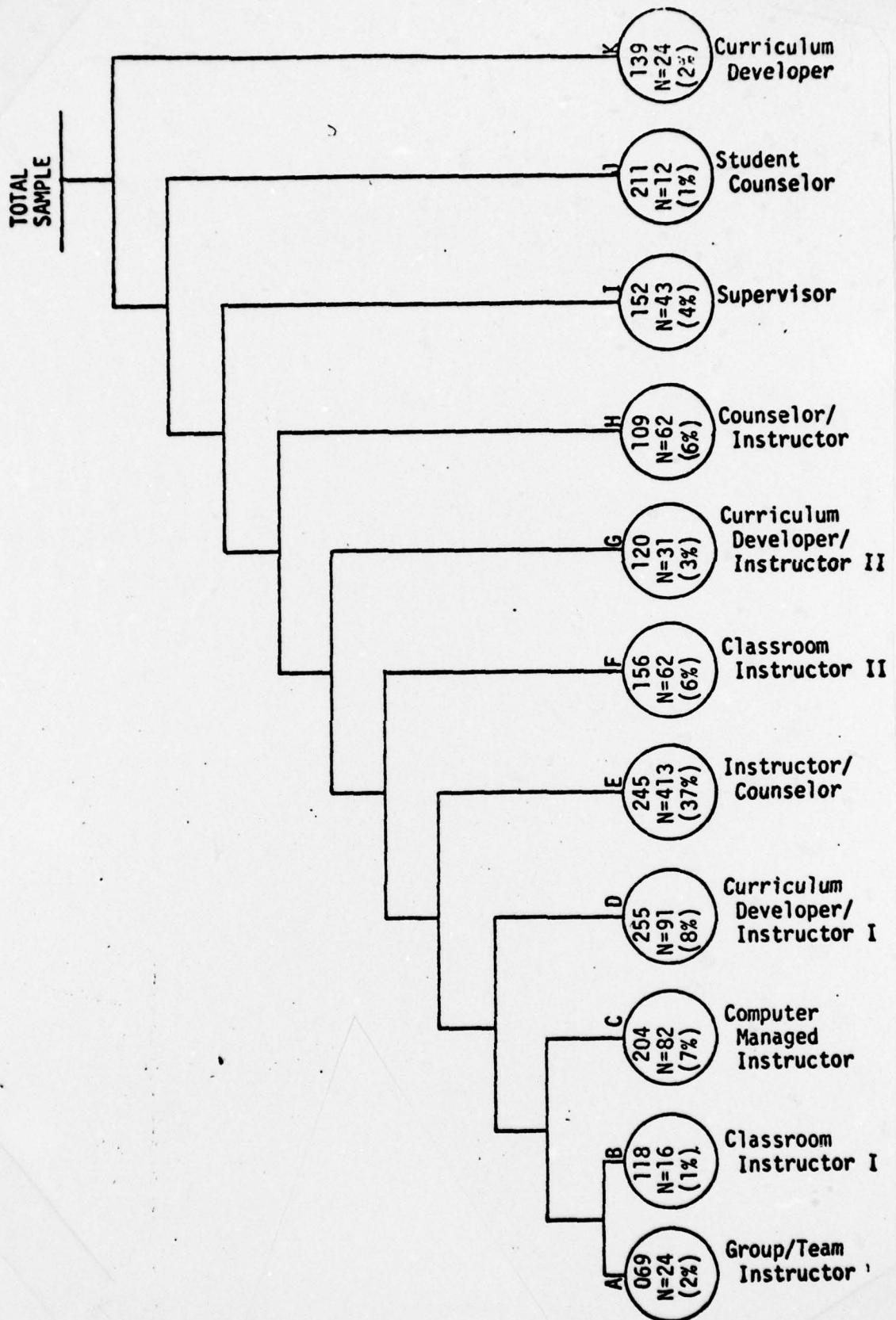


Figure C1. Structure diagram.

3. Type course: Self-paced (non-computer).
4. Job interest (average) = 5.1.
5. Utilization of Talents and Training (average) = 3.9.

The incumbents in this group spent 46 percent of their job time preparing for and conducting self-paced instruction. An additional 38 percent of their job time was devoted to performing administrative duties and testing. The most time-consuming tasks performed by the group members included circulating among students to observe student progress, intervening in the learning process to determine progress or to record results, tutoring students, and maintaining discipline. The job performed by incumbents in this group is very narrow in breadth as 19 tasks comprise 50 percent of their job time. Only one individual directly supervised other personnel.

C. Computer Managed Instructor (Grp 204, N=82, 7%)

1. Employer: 50% AF, 50% Navy.
2. Supervision: Thirty-one percent of the incumbents indicated supervising an average of 14 subordinates.
3. Type course: Computer managed.
4. Job interest (average) = 5.1.
5. Utilization of Talents and Training (average) = 4.1.

Thirty-seven percent of the members' job time in this group was devoted to performing administrative duties and conducting computer managed or assisted (presented) instruction. An additional 42 percent of their job time was spent testing, counseling, and performing other self-paced instructor duties. The most time-consuming tasks included circulating among students to observe progress, tutoring, maintaining discipline, interpreting computer printouts and displays, and counseling students. Although the members of this group broke out separately as a group, their job was not significantly different than that performed by personnel performing non-computer managed instruction.

D. Curriculum Developer/Instructor I (Grp 255, N=91, 8%)

1. Employer: AF ATC.
2. Supervision: Thirty-three percent indicated supervising an average of 6.9 subordinates.
3. Type course: Self-paced (non computer).

4. Job interest (average) = 4.9.

5. Utilization of Talents and Training (average) = 4.4.

Members of this group spent 21 percent of their job time performing administrative duties and an additional 19 percent developing curriculum. Twenty-six percent of their job time was devoted to preparing for and conducting self-paced instruction. The most important tasks for these incumbents was observing students in the classroom, maintaining discipline, insuring that instructional/study materials are available for students, reviewing lessons and other study materials, and critiquing courseware. This particular job type was considerably broader in scope than most of the other jobs discussed here as 50 tasks accounted for 50 percent of their job time.

E. Instructor/Counselor (Grp 245, N=413, 37%)

1. Employer: AF ATC.

2. Supervision: Ten percent directly supervised an average of 7.3 subordinates each.

3. Course: Self-paced (non-computer).

4. Job satisfaction (average = 5.2.

5. Utilization of Talents and Training (average) = 4.4.

The largest of all job types discussed, members of this group spent 42 percent of their job time performing administrative duties and counseling. An additional 31 percent was spent preparing for and conducting self-paced instruction. The most time-consuming tasks included circulating among students to observe student progress, tutoring and counseling students, maintaining discipline, and insuring the availability of instructional or study materials. In general, this group would most likely characterize the "typical" job of the self-paced instructor.

F. Classroom Instructor II (Grp 156, N=62, 6%)

1. Employer: AF ATC.

2. Supervision: None.

3. Course: Sixty-three percent self-paced (non-computer), 33 percent computer managed.

4. Job interest (average) = 5.2.

5. Utilization of Talents and Training (average) = 4.0.

Forty-seven percent of the members' job time in this group was devoted to performing administrative duties and preparing for instruction. An additional 33 percent was spent conducting self-paced instruction and testing. Important tasks performed by these incumbents were circulating among students to observe progress, arranging classrooms and insuring study materials are available, maintaining discipline and taking attendance. Members of this group perform a job that is similar to that performed by the members in Grp 118 (Instructor I). The major difference between the two groups was not due to the types of tasks performed but rather the amount of time members spent performing tasks. Members from Grp 118 spent considerably more time in the classroom while members from Grp 156 spent more time preparing for instruction. All background variables between the groups were similar.

G. Curriculum Developer/Instructor II (Grp 120, N=31, 3%)

1. Employer: Primarily AF; 50% assigned to ATC.
2. Supervision: Twenty-two percent supervised an average of 2.7 subordinates.
3. Course: Self-paced (non-computer).
4. Job interest (average) = 5.5.
5. Utilization of Talents and Training (average) = 4.4.

Incumbents in this group spend 38 percent of their job time performing administrative duties and developing curriculum. An additional 43 percent was spent preparing for and conducting self-paced instruction and testing. Important tasks were using official publications, studying instructor or job related materials, circulating among students, and evaluating tests and students. The members of this group have a job that is similar to that performed by the incumbents in Grp 255. However, fewer members in this group perform instructor tasks in a self-paced environment. There were also several curriculum tasks performed by 30 percent fewer members in Grp 120 compared to Grp 255 including developing or writing programmed instructional texts, determining media support requirements, and conducting group tryouts for programmed materials. In addition, this job was not as broad as that performed by the members in Grp 255.

H. Counselor/Instructor (Grp 109, N=62, 6%)

1. Employer: AF ATC (55%), Navy (32)%.
2. Supervision: Eleven percent indicated they supervise an average of 4.3 subordinates each.
3. Type course: Self-paced (66%), computer assisted (34%).

4. Job interest (average) = 4.9.

5. Utilization of Talents and Training (average) = 3.8.

Members in this group spent 48 percent of their job time performing administrative functions and counseling. An additional 38 percent of this job time was spent preparing for and conducting both non-computer and computer assisted instruction. The most time-consuming tasks performed included circulating among students to observe student progress, counseling students concerning training progress, learning difficulty, and test failure, and maintaining discipline. This job type is similar to Grp 245 except that members in that job spend less time performing counseling duties and more time in the classroom and testing. Members of this job type also perform fewer tasks than incumbents in Grp 245.

I. Supervisor (Grp 152, N=43, 4%)

1. Employer: AF ATC.

2. Supervision: Seventy-nine percent indicate they supervise an average of 12 subordinates each.

3. Type course: Primarily self-paced (non-computer).

4. Job interest (average) = 5.9.

5. Utilization of Talents and Training (average) = 4.7.

Incumbents in this group spent 71 percent of their total job time counseling, supervising, and performing administrative duties. Less than ten percent of their job time was devoted to conducting self-paced instruction. The most time-consuming tasks were maintaining discipline and counseling students concerning training progress, test failure, learning difficulty and attitude. Members of this group reported more direct supervisory functions than members of the other job types although the job was considerably narrower than several of the other job types.

J. Student Counselor (Grp 211, N=12, 1%)

1. Employer: Navy (33%), AF (59%), Army (8%).

2. Supervision: Fifty-eight percent indicated supervising an average of 7.7 subordinates.

3. Type course: Self-paced (non-computer) and computer assisted/managed.